

**SUITABILITY ANALYSIS OF ENGLISH BOOK ONE
BY PRIAJANA ET. ALL (2016) IN ENGLISH INTENSIVE CLASS
OF IAIN SYEKH NURJATI CIREBON**

A THESIS

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training
Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment of the
Requirements of Undergraduate Degree**



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ABSTRACT

Ina Inayatul Jannah. 14121310305. “SUITABILITY ANALYSIS OF ENGLISH BOOK ONE BY PRIAJANA ET. ALL (2016) IN ENGLISH INTENSIVE CLASS OF IAIN SYEKH NURJATI CIREBON”

This research is explore the issue of textbook evaluation, the use of textbook in the context English language teaching and learning is an important key, and the evaluation conducted as a selection of textbook use in language programs. As Richard (2001) says that teaching material is a key factor in language teaching, textbook provides the materials use that have to suitable as the textbook's role, teacher and student's role. It suitability is the textbook evaluation that analyzed in order to achieve the effectiveness of teaching and learning activity. This evaluation will carry out in the textbook use in English intensive class of IAIN Syekh Nurjati Cirebon.

The aims of this research is 1) to identify whether or not the English intensive textbook match with the role of textbook, 2) to identify whether or not the English intensive textbook match with the role of teacher, 3) to identify whether or not the English intensive textbook match with the role of student. This research use the qualitative method exactly in the content analysis as the textbook evaluation. The data taken from English Book One that used in English intensive class of IAIN Cirebon that compiled by Nana Priajana, Hendi Hidayat, Farouk Imam Arrasyid and Zaky Yavani. This book is 2016 published by NURJATI PRESS and printed by CV. PANGGER. The method is conducted as content analysis that analyze directly to text or transcript (Sándorová, 2014).

The result of this research is English Book One is suitable regarding the role of textbook, is content is suitable with the all of items of the role of textbook. English Book One has a resource for presentation, support the student activities such the communicative interaction can be a resource or reference in teaching and learning process, easy to access and can use by the independence learner or comply the self-access work, and the last item is that English Book One is support the less experienced teacher that will guide the teacher.

The next result is that English Book One not totally suitable as the role of teacher, and the role of student, it only suitable as the unique function of the teacher exactly in monitoring the learning in the teaching and learning process, provide the material that relevant for the different learning style and for different teaching style. English Book One is not suitable as promote the development of independence learner.

Key Words: Textbook, Content Analysis, Suitability



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CHAPTER I

INTRODUCTION

1.1 Research Background

The teaching learning process in the language subject in the context of English as Foreign Language (EFL) learners' is using textbooks. Richard, 2001 says that a key factor in most language programs is teaching materials. It is to be crucial issues to give more attention to the textbook which cover the teaching materials. Because of that there is selection of textbook used in teaching-learning activity. The selection of the textbook used is important because that define the effectiveness of learning process in the context of EFL learners. Teachers in this respect are required to be able to make informed judgments about the textbooks and other related teaching materials (Richards, 2001; Lee, 2003 cited in Widodo2007).

The using of textbook is very closely with the teacher also learners in learning teaching process. "Every text will be carefully studied and each exercise meticulously worked through". (Cunningsworth : 1995, p. 10)

Mukundan&Hussin (2006) argued "Textbook evaluation can be carried out for selection purposes orto determinethe effectiveness of textbooks while they are being used. Evaluating a textbookduring the selection process is known as predictive evaluation". In this case the evaluation is a key point that should be done in order to achieve the effective teaching-learning activity.

The evaluationof the textbook can be realized by doing a research of it books and this research is an exploring of the content analysis which is part of the writing subject. Writing research areas have been researched in many clusters. The first is in the textbook analysis in the context of EFL learners' (Widodo, (2007), Mukundan&Hussin (2006)Lestari (1996), Richards, J.C. (2002)). The second is in the context of situation (Shuqin (2010), Hafidz (2010), and Roth (2007)). The third is in writer's attitude (Hyland (2003), Hyland (2009), and Xinghua, L&Thompson (2009). The fourth is in self monitoring (Bargabos (2004), Shoostari&Akrami (2013), Creswell (2003),

Wang Xiang (2004)).

Refer to those research, the researcher will explore in the specific field it is textbook analysis. Textbook analysis will explore the content of textbook as an evaluation in select the appropriate textbook used in the teaching-learning process. The previous researchers have described the importance of textbook analysis. The first is Widodo, (2007) argued “When nospecific materials are available particularly on EFL writingcourses, the selection and use of a textbook are of great priority”. The secondis Mukundan&Hussin (2006) said that “As checklists developed for textbook evaluation are question-ablein terms of reliability and validity, other ways are being sought to bring aboutmore systematic, efficient and objective evaluation instruments, which canprovide greater insight into the strengths and weak-nesses of textbooks”. The third is Lestari (1996) stated “The introduction of the 1994 Curriculum and its meaningfulness approach(Pendekatan Kebermaknaan) encourages textbook writers and publishers topublishtextbooks in order to meet the needs of both teachers and students for the learningprocess”.

Based on the background of the problem above the researcher will establish the suitability analysis of textbook used in English intensive class of IAINSyekhNurjatiCirebon.

1.2 Focus of The Study

The current research is focused on textbook analysis, as Widodo (2007) said that there are three phases in the textbook analysis. Phase 1 the analysis is about the goals and organization of the textbook. Phase 2 is content analysis which including inputs, models and exercises. Phase 3 is the suitability which focused on goal, belief about writing teaching, and roles of teacher, students and textbook.

The researcher will explore only in the suitability of textbook, in order to get the focus and specific result as most needed things to be researched. It suitability is in the role of textbook in reading and writing skills, then the roles of teacher and the roles of students whether or not match with the teaching-learning activity in the English Intensive Class of IAIN SyekhNurjati Cirebon.



1.3 Research Questions

This research will explore and answers the following questions:

1. How English Intensive textbook is suitable for teaching-learning process in class regarding the role of textbook?
2. How English Intensive textbook is suitable for teaching-learning process in class regarding the roles of teacher?
3. How English Intensive textbook is suitable for teaching-learning process in class regarding the roles of students?

1.4 Aims of Research

This research has purposes as the follows:

1. To identify whether or not the English intensive textbook match with the role of textbook.
2. To identify whether or not the English intensive textbook match with the roles of teacher.
3. To identify whether or not the English intensive textbook match with the roles of student.

1.5 Significance of the Research

Evaluating the teaching materials on the textbook is needed because in most language teaching the teaching materials is a key factor (Richards, 2001). As a key factor that it is the important one which should given more attention to be analyzed in order to find the suitability of teaching-learning activities which focus on classroom activity (Celce-Muria, 2001).

1.6 Theoretical Foundation

This research is concern in the textbook analysis that used in English intensive Class of IAIN Syekh Nurjati Cirebon. There are three key words which will define. The first is textbook, and then English Intensive Class and the last is IAIN Syekh Nurjati Cirebon.



1.6.1 Textbook

According to Cambridge dictionary textbook is "a book that contains detailed information about a subject for people who are studying that subject". The content of the textbook was based on what materials are needed to learning. Textbook served as teaching materials in the classroom or instructional media, textbooks can be a handle to a teacher or student.

In addition, textbooks could be a standard for determining the success of student learning. Mukundan & Nimehchisalem (2012) said that the book is one of the crucial factors in determining the success of the students in learning the language.

1.6.2 English Intensive Class

English Intensive class is a program of learning English in IAIN Syekh Nurjati Cirebon. This program should be followed by every student in the second year of the course or at the level of the 3rd semester after their first year of intensive classes in Arabic.

English Intensive class was conceived in view of the importance of English to occupy the position occupied since the first language in the world. In education English is required as means of learning, because so many references are written in English. By mastering English, it would be easier to master other subjects. Consequently, students should learn English well so that they can understand the original text appropriately.

IAIN Syekh Nurjati Cirebon, as an academic institution that graduates mainly in Islamic studies, is challenged to have qualified graduates. In order to fulfill the role of producing such graduates, IAIN Syekh Nurjati Cirebon make an effort to provide them English competencies.

To achieve the goal, the Language Development Center of IAIN Syekh Nurjati Cirebon has launched an English Intensive Program. The program is aimed to meet the need of graduates in English. It is necessary to prepare those who readily compete in the global world.



The objective of the program are to provide students: (1) an ability to communicate actively in English well; (2) an ability to read and comprehend various English texts correctly; (3) an ability to answer TOEFL questions with highscore; (4) an ability to express their ideas in writing by using standard English; (5) an ability to learn, explore, and develop both obtheir general and Islamic sciences through English mastery; and (6) an independent personality and scientific attitude to prepare themselves into higher level of education.

1.6.3 IAIN Syekh Nurjati Cirebon

IAIN Syekh Nurjati college Cirebon is a country that is located inthe city of Cirebon. In the beginning in mid-1965, precisely on August 12, 1965 IAIN is one of three in the Faculty of Islamic University Syarif Hidayatullah (UNISHA), namely faculty Religion, dinegerikan and inaugurated a Faculty of MT IAIN "Al-Jami'ah" Syarif Hidayatullah Jakarta Branch Cirebon. While the other two faculties namely Faculty of Law and Faculty of Economics became a branch of the Islamic University of Indonesia (UII) Yogyakarta. On this basis, dated August 12, 1965 serve as the so IAIN Cirebon.

In the next development, IAIN Cirebon had opened the Faculty of Islamic Theology inaugurated in 1967. However, due to government policy calls for rationalization, then in 1974 the school closed again. Then, in line with the policy that, on March 15, 1976 Faculty of MT IAIN Cirebon coaching transferred to IAIN Sunan Gunung Djati Bandung, until finally switch status to a State Islamic Institute (STAIN) Cirebon in 1997, in accordance with Presidential Decree No. 11 / 1997 dated March 21, 1997.

Although over the status of the Faculty of MT IAIN Sunan Gunung Djati Bandung Cirebon occurred on March 21, 1997, the birthday of STAIN Cirebon set on August 12, 1965, the date of the inauguration of the Faculty of MT IAIN Syarif Hidayatullah Jakarta Branch Cirebon.



1.6.3.1 Textbook used in English Intensive Class of IAIN Syekh Nurjati Cirebon

As a crucial thing in the language learning the selection or evaluation on the textbook should be carried out because the quality of teaching – learning process is determined by the choices of language material (Mukundan, Nimehcisalem, Hajimohammadi, 2011). Textbook analysis is useful because it can help the teacher depelovment and help the teacher to gain the useful and good teaching material in the textbook (Cunningsworth, 1995: p. 14).

Given the purpose of intensive language program IAIN who want so that students master the English language textbook must be in accordance with good criteria, which in this study refers to the concept of books that match the criteria of a good textbook.

Considering the purpose of intensive language program IAIN who want so that students master English then it textbook must be in accordance with the criteria of a good book, which in this study refers to the concept of books that appropriate the criteria of a good textbook.

1.7 Previous Studies

There some previous research which related with the current research. It was research in the context of TEFL and TESL in general researched by Richards (2002). After that Widodo (2007) who studied the three phase of textbook analysis. Then Mukundan and Hussin (2006) who have been analyzed automatic and semi-automatic process of wordsmith 3.0 as a textbook evaluation instrument. Then Lestari (1996) who analyzed asociolinguistic analysis of "Greeting" and "Introducing" asapreliminary studyof texts in english textbooks used at junior high school.

Richards (2002) have been review the changes in language teaching in the context of EFL and ESL learners' in the last 30 years, while some changesperhaps have the status of paradigm shifts (e.g. the spread of CommunicativeLanguageTeaching and Process Writing) most of the changes documented above have comeabout more gradually and at different times. In



some contexts some of the changes may not even have started. But once the message is heard there is generally pressure to adopt new ideas and practices and so the cycle begins again.

Widodo (2007) analyzed the three phases of the textbook analysis, concerning the three main features of the textbook first is goal and organization, second is contents-inputs, models, and exercises, third the suitability of the textbook viewed from aims, beliefs about writing, the roles of the teacher, the role of the students, and the roles of the textbook as a whole. Then the researcher has been described about the three phases of his research in details.

Mukundan and Hussin (2006) explored the abilities of WordSmith 3.0, the concordance software, in providing some insights into the structure of textbooks. He provided findings on data WordSmith 3.0 generates automatically and semi-automatically, and how this information could be used in the evaluation of textbooks. Then he described that WordSmith 3.0 can be programmed to locate words that share the same base form in the textbook. It is able to tell how many times the words appear throughout the textbook and exactly where the words appear in the textbook by showing the dispersion plot of the words. It is also able to help identify any missing words from the textbook and locate the teaching of specific grammatical features in the textbook. Besides, it is able to tell the characteristics of each unit that make it different from other units. Finally, it can provide some basic information about gender representation.

Lestari (1996) analyzed three textbooks which are widely used at junior high schools in Surabaya and its nearby towns from the sociolinguistic point of view. The findings show that there are some words or sentences that are sociolinguistically inappropriate and unacceptable even though as a whole the textbooks are good and can be used for teaching. She found out that there are some weaknesses in the textbooks analyzed in terms of their sociolinguistic/sociocultural aspects. However, it does not mean that they cannot be used in the classroom. Teachers can still use them as long as they are able to explain the culture underlying the language. That is why teachers' knowledge



on the culture of the tar-get language is indispensable (Dunnet et.al., 1992)as language and culture cannot be separated.

1.8 Research Method

1.8.1 The Objective of The Research

The objective of this research is to analyze the suitability of textbook used in English Intensive Class of IAIN Syekh Nurjati Cirebon.

1.8.2 Source of Data

This current research will take the source from English Intensive Class textbook of IAIN Syekh Nurjati Cirebon under the title English Book One. This book is compiled by Nana Priajana, Hendi Hidayat, Farouk Imam Arrasyid and Zaky Yavani. This book is 2016 published by NURJATI PRESS and printed by CV. PANGGER. The total of pages is 136 pages with 13 units focus on Listening and Speaking and 18 units focus on Reading and Writing.

The concern of this research is in the suitability analysis of the textbook by refer to the basic competence or the syllabus of that teaching-learning process. The researcher will find the suitability of textbook whether or not it is suitable with the syllabus and this is alike content-based syllabus that the writers of the textbook is products with the necessity in advance in what they were going to contain that published as the materials. This case especially give the freedom to users to plan their teaching and learning (Cunningsworth, 1995: p.54). The second suitability that will be analyzed in this research is in the role of teacher, is textbook suitable as teacher handbook such in guiding, monitoring or manager of learning regarding the aspect of the role of teacher. As the last, the suitability of the textbook as the role of students will be completed this project research.

1.8.3 The Method of The Research

Textbook analysis which conducted in this current research will brings the descriptions and for the approach is using qualitative



(Sándorová, 2014). Dörnyei (2007) said that in the context of textbook analysis the letter is usually described as “manifest level analysis” which provide an objective and descriptive overview of the “surface meaning of the data” (ibid).

This research is qualitative textbook evaluation which designed as a content analysis. Weber (1990 p.117) said that “content analysis is a research method that uses a set of procedures to make valid inferences of text” then one application of content analysis is directly to text or transcript (Sándorová, 2014).

1.8.4 The Instrument of The Research

The instrument of qualitative research is the researcher herself, “because the main instrument of qualitative research is the human instrument.” Ary et.al (2010).

1.8.5 Study of Documentation

The technique of collecting data in qualitative research can be conducted in various ways, as cited in Stemler (2001) “Under Holsti’s definition, the technique of content analysis is not restricted to the domain of textual analysis, but may be applied to other areas such as coding student drawings (Wheelock, Haney, & Bebell, 2000)”. Cresswell (2012) said that there is a document can be collected by using visual document, here are several useful guidelines for collecting documents in qualitative research:

1. Identify the types of documents that can provide useful information to answer the qualitative research questions.
2. Seek permission to use the document
3. Once have permission to use documents, examine them for accuracy, completeness, and usefulness in answering the research questions.
4. Record information from the documents. This process the researcher taking notes about the documents or to form a qualitative text database.



1.8.6 The Technique of Analysis Data

The instrument of collecting data in this research will use the checklist, Mukundan, Hajimohammadi, & Nimehchisalem, (2011) said that the instrument of English Language Teaching (ELT) textbook evaluation is checklists, its instrument help the teacher select the most appropriate books for their learner. Checklist of this textbook evaluation is refer to the role of textbook for teaching-learning process. The checklist is considers the general attribute which include the suitability to the role of teacher and the role of student. Then learning teaching content that cover the general items of characteristic a good textbook, reading, writing, grammar and exercises. Please refer to appendix 1 to see the checklist of textbook evaluation.

This content analysis which it instrument is checklist will be interpret from different perspective (Zareian, Karimi, & Ansarifar, 2014) it is based on the EFL context. Then in the qualitative method, the data will be based on the checklist and it will may trigger more interpretations and discussion, this is based on the specific context, time and culture that can appear more catogeries (Sarmad bazargan, and Hejazi, 2005) cited in Zareian, Karimi & Ansarifar (2014).

1.9 Research System

1.9.1 Step of The Research

The process of content analysis in this research is adapted from Cohen et al. (2007), content analysis is define simply as the process of four “C”s, i.e.coding, categorising, comparing and concluding. According to Dörnyei (2007), coding is used to reduce or simplify the data while emphasising theirspecificfeatures in order to connect them to broader concepts, e.g.categories, whereas “code” is simply a label attached to a chunk of text intended tomake the particular piece of information manageable and malleable” (ibid., p. 250). In addition, categorising refers to developing meaningful categories into which words, phrases, sentences, etc. as the units



of analysis can be grouped, while comparing means making connections between categories. Finally, concluding stands for drawing theoretical considerations on the basis of the text and the results of the analysis (Cohen et al, 2007).

1.10 Research Timeline

This research will conducting during about seven month from the written of research proposal until the thesis revision. Here is the research schedule:

Table 1.1 Research Timeline:

No	ACT	JUL	AUG	SEP	OCT	NOV	DEC	JAN
1.	Writing Research Proposal and consultation							
2.	Proposal Seminar and Research Instrument							
3.	Conducting research Sample, validaty, and reliability of data							
4.	Collecting of data							



5.	Data Analysis							
6.	Finishing thesis writing							
7.	Thesis examination							
8.	Thesis revision							



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